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ABSTRACT

This document presents the 1989 Annual Report of Oregon's Youth Coordinating Council. It notes that the Youth Coordinating Council has chosen to focus its efforts on services to two of the most difficult groups to serve: teenage parents and offenders. Section A of the document is a letter to Oregon's governor from the chair of the Youth Coordinating Council. Section B discusses combined case management; presents a historical perspective and mission statement; discusses the Council's five major priorities; reports on progress made towards meeting the long-range goals of the Council; and discusses the Governor's Student Retention Initiative. Section C describes the Hillsboro Alternative School and project findings associated with it. Section D discusses multiple agency participation essential for teenage parent program success and the special challenges of rural programs. Section E presents highlights of the Grant High School BRIDGE Program, a transitional program for 8th-graders making the transition to high school. Section F focuses on school retention and describes the Youth Advocacy/Credit Make-up Program. Section G presents highlights of youth offender programs which sought to prepare youth offenders for jobs. Section H lists Oregon Youth Coordinating Council members' as well as contractors' names and addresses. Profiles of individuals helped by the programs are included throughout the document. (ABL)

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"Kids should never quit school..."
- Rachael
(...more about Rachael, p. F-2)

OREGON YOUTH TODAY

ANNUAL REPORT ■ OREGON YOUTH COORDINATING COUNCIL

Future YCC Priorities Announced

The Oregon Youth Coordinating Council has adopted five major priorities for the next two years. They are: A pilot testing of the concept of **Combined Case Management**—a concept for restructuring services to youth and their families who need help from multiple state and local agencies. **Education services to youth placed out-of-home by courts** and **teen parents** are other priorities for the Council. These groups of youth have special needs which are not being met, primarily due to a lack of clear agency responsibilities and appropriate services and funding. Special task forces of Council members will address these issues.

Improved Evaluation and dissemination and adoption of effective programs will also be a priority. An evaluation subcommittee will be working to enhance the capability of the Council to evaluate and document successful practices so that they can be promoted more widely throughout the state. **Marketing** efforts of the Council will center around encouraging local citizens who see successful model programs to believe that they can make a difference in their communities.

(*Related stories, Section B*)

"Let the System Conform to the Child"

Youth served by alternative schools have already failed, or are at risk of failing under traditional school strategies where the child is expected to conform to the system. They simply cannot.

So, alternative schools individualize programs to meet the goals and needs of each student. In order to do this, schools keep class sizes smaller, teachers are learning managers, lessons are organized into smaller units, and students may work at levels and speeds appropriate to their abilities and needs.

In addition, alternative schools compensate for external influences. They offer counseling, alcohol and drug services, support groups, and child care for teen parents. Career and work-related activities are often linked to instruction.

(*Related story, p. C-1, 2*)

Solving the dropout problem is the shared responsibility of the total community...With our combined resources, we are having an impact on "at risk" youth in our community."

INSIDE

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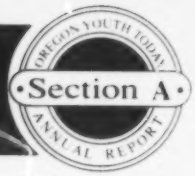
To the Governor...



The Honorable Neil Goldschmidt
Governor, State of Oregon
254 State Capitol
Salem, Oregon 97310

Dear Governor Goldschmidt:

I am pleased to submit the Youth Coordinating Council's annual report. We feel that Oregon's emphasis on comprehensive local planning and coordination has resulted in improved services to disadvantaged youth and families. State level leadership and resources play an essential role as catalyst for increasing community support for youth services, education and training. For this reason we advocate expanded state resources for youth through the Student Retention Initiative and Children's Agenda programs.

The Youth Coordinating Council, Oregon communities and national leaders agree the restructuring of human services is needed if we are to increase our success rate with "at risk" youth. The Council's Combined Case Management proposal is a practical solution to achieve this restructuring at little or no extra cost. We propose a pilot test of the idea. In addition, we feel that increased efficiency can be achieved by building on the school based health clinics and locating more human services in our schools.

The Council has chosen to focus its efforts on services to two of the most difficult groups to serve -- teen parents and offenders. We are examing the role of schools in serving these youth and intend to work to reduce the barriers which prevent offenders and teen parents from being successful in school and work.

We are proud to report that the work of the Youth Coordinating Council has been cited in national reports such as the Children's Defense Fund report, **Tackling the Youth Employment Problem** and the W.T. Grant Foundation's **The Forgotten Half.** However, the greatest evidence of improved coordination is the comprehensive planning being carried out in each of Oregon's 36 counties. We look forward to continued state leadership and support for more effective youth services in our state.

Sincerely,

Randall Franke

Randall Franke,
Marion County Commissioner
Chair, Youth Coordinating Council

Verne A. Duncan
State Superintendent of Public Instruction

Oregon Department of Education
700 Pringle Parkway S.E.
Salem, Oregon
97310-0290

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The Council

Combined Case Management • Alternative to Ineffective and Wasteful System

In an effort to streamline services to "at risk" youth, the Youth Coordinating Council (YCC) has proposed that an array of state and local agencies test a "combined case management system".

The test, involving pilot community projects in rural and urban areas, would merge the full scope of agencies providing services to "at risk" youth. These pilots would run for three years.

In such a system, case managers coordinate an entire spectrum of services needed by youth and their families. Under the present system, a client's caseworkers may number as many as the human service programs for which he/she qualifies.

Under the YCC proposal, specially-trained "combined case managers" would plan, coordinate and monitor a full range of services aimed at attaining specific goals for in-need clients, particularly disadvantaged youngsters and their families. In contrast, the Youth Coordinating Council called the present system *"ineffective and wasteful"*.

The report maintains: "Because at risk youth and families present multiple problems and needs and receive services from several agencies, it is not uncommon for families to be interacting with 3 or 4 caseworkers at once. Intake, assesment, case planning and reporting functions are duplicated. Service plans may be inconsistent, delivered out of sequence or not made available at all. When additional services are needed, a referral must be made which may result in delays or missed connections".

Combined Case Management Benefits

- ❒ **Ending the need for referrals and duplicative eligibility and intake processes.**
- ❒ **Facilitating effective sequencing of services, monitoring of progress, adjusting and reducing services as appropriate and insuring "sufficient quality to move the client toward service goals".**
- ❒ **Enhancing prevention by putting case managers in a position to identify and intervene with at-risk siblings.**
- ❒ **Spreading staff costs across a wide range of programs resulting in the extension of the presence of human services into small population areas where no single agency could afford a full staff position.**

On the other hand, *"research indicates that case management is more effective than traditional service delivery in many ways"*.

The report cites several positive studies, among them one indicating that combined case management increases school attendance and graduation rates. Other studies show a decrease in the incidence of low birth-weight babies born to participating mothers.

Under the YCC plan, selected service delivery professionals from participating agencies would be cross-trained to serve as combined case managers.

The YCC proposes that they: *"be given authority to commit and manage the resources and services of those agencies to function as front-line staff for multiple human service agencies. The youth and family will interact with one individual rather than several agencies"*

This arrangement, YCC reports, will infuse the human service system with many important benefits.

Complete copies of the Combined Case Management concept paper can be obtained by calling John Pendergrass at (503) 378-8472

HISTORICAL PERSPECTIVE & MISSION STATEMENT

The link between gaining an education and finding employment is critical to the success of "at risk" youth. These youth are likely to be unsuccessful in gaining an education and often simply are not equipped to find or hold employment.

In order to develop and implement new education and employment strategies for youth, the State Employment Initiatives for Youth was created in 1983. Three states, Oregon, Massachusetts, and South Carolina joined in a national demonstration effort coordinated by Public/Private Ventures of Philadelphia.

In Oregon, the Governor appointed a 14 member Youth Coordinating Council with the Oregon Department of Education serving as the administrative agency.

The council was given four tasks :

- Draft policy and budget recommendations for the state of Oregon.
- Use available funds to develop exemplary education and employment programs for "at risk" youth.
- Work for adoption of these programs throughout Oregon.
- Serve as policy board for the Governor's Student Retention Initiative.

Five "at risk" youth populations were identified to focus the Youth Coordinating Council's efforts to develop exemplary education and employment programs*:

- School dropouts
- Youth offenders
- Potential dropouts
- Teen parents
- Minority youth

** Not in Priority Order*

The Oregon Youth Coordinating Council shall promote the employability of "at risk" youth through leadership and coordination in the delivery of education, training, employment, and other services.

During the next two years, the council will target:

- Education of youth placed out-of-home by the courts.
- Improved services to teen parents.
- Marketing of successful programs.
- Implementation of the Combined Case Management pilot(s).
- Evaluation of YCC funded programs.

5 Major Priorities

FOCUS ON THE FUTURE

The Youth Coordinating Council has adopted five major priorities for the next two years.

■ COMBINED CASE MANAGEMENT

This concept for restructuring service to youth and their families who require help from multiple state and local agencies has been developed by the council (see related story p. B-1). Next steps include selection of local pilot sites for field testing, work with state and local agencies on standards and procedures, development of the evaluation system, and consolidation of intake, assessment, planning and reporting functions. The concept can be adapted to both rural and urban settings and is designed to improve the success rate with "at risk" youth and their families.

☞ ACTION:

Combined Case Management is a promising approach to improved coordination of services. The governor and state agencies should support the pilot testing of this concept and take its evaluation into account in future restructuring of services to youth and families.

■ EDUCATION SERVICES TO YOUTH PLACED OUT-OF-HOME BY COURTS

Youth placed by the courts in a new living situation often have difficulty reconnecting with appropriate education programs. This disruption in the youth's education can contribute to school failure and limited employment opportunity.

☞ ACTION:

The Council has formed a task force to examine this problem and develop solutions which will result in a more successful transition to the new school. This work focuses on both offenders and youth placed for protective services.

■ SERVICES TO TEEN PARENTS

Oregon is experiencing an increased concern with services to teen parents. Interest in this population has dramatically increased while resources and programs have not kept pace. The potential cost of this population in welfare, prenatal, and peri-natal care, drug and disease impaired infants, subsequent pregnancies, and abused and neglected children is immense. The needs of this population are broad and include education, training, employment, child care, parenting, health, transportation, and others. The Council will work cooperatively with other concerned groups to develop standards for comprehensive services to teen parents.

☞ ACTION:

Presently, no agency has clear overall authority or responsibility. Until that responsibility is established, fragmented programming built on uncertain funding will continue to prevail. An interim task force on family preservation should study the teen parent issue and recommend clear agency responsibilities and appropriate services and funding.

■ EVALUATION

Since dissemination and adoption of effective programs is a responsibility of the Council, more effective evaluation methods are needed. The evaluation subcommittee will be working to enhance our capability to evaluate and document successful practices and policies so that they can be promoted more widely throughout the state. A major effort will be made to build on the research capability of Oregon institutions.

☞ ACTION:

The Committee has convened two meetings bringing together Oregon researchers and policy makers. It is evident that the researchers are an important, but underutilized, resource for program evaluation, and for sharing what the research says about risk factors, early identification, and effective programming. This joining of research and policy should be encouraged through leadership and financial support.

(continued on page B-3)

5 Major Priorities

(continued from page B-2)

■ **MARKETING**

The dissemination efforts of the Council will be broadened to include alternative education programs, other school programs and policies, and youth service programs in addition to the education and job training programs funded by the Council. Greater emphasis will be placed on adoption of successful approaches within the regular school setting rather than simply development of more specialized programs. A three-step process of development, evaluation, and broad dissemination is needed.

ACTION:

All state agencies should continue to participate in and support this process. It encourages local citizens who see successful models to believe that they can make a difference in their communities, and insures that resources are spent on effective programs. The further step of institutionalization of successful practices should be encouraged by state and local agencies.

(See other recommendations for the future on page B-6)

COUNCIL MAKES PROGRESS ON MEETING ITS GOALS

The following report provides updated information regarding progress toward meeting six primary long-range goals of the Council.

■ **The governor should encourage adoption of successful approaches through personal leadership for Oregon's youth.**

PROGRESS:

Governor Goldschmidt has implemented the Student Retention Initiative and recommended funding increases for it in his 1989-90 budget. He personally traveled throughout Oregon advocating for local commitment and support for the Children's Agenda.

■ **Youth programs must be based on comprehensive local planning.**

PROGRESS:

The Student Retention Initiative prescribed a broad-based local planning effort including schools, courts, juvenile services commissions, DHR local offices, alcohol and drug programs, job training agencies, youth, and others. Broader participation in local planning was achieved.

The Children's Agenda broadened the scope of SRI to include preschool and early elementary youth. Resources were committed to foster and support systematic planning for prevention in Oregon counties. The Children's Agenda calls for continued support, expansion, and institutionalization of these comprehensive planning efforts. New private sector partnerships have been implemented in twelve communities.

■ **A sound client plan results when education, employment development, and support services are coordinated.**

PROGRESS:

Coordination of services at the client level has been a hallmark of SRI programs in most counties. The Council has developed a Combined Case Management concept which restructures human services to achieve greater coordination to disadvantaged youth and families. The council is now moving to pilot test the combined case management structure.

■ **Educational progress linked to employment is essential for success with "at risk" youth.**

PROGRESS:

Under student retention and other funding, alternative education, school retention, and offender programs are increasingly combining education and training or employment. This has been extremely successful where applied but needs broader implementation. As Oregon's economy improves, and more jobs are available, more opportunity exists for cooperative education/employment programs.

■ **Oregon's Employment Service reports that the incidence of school dropouts increases as more jobs become available to youth.**

PROGRESS:

The employer hiring pledge program implemented under SRI by the Oregon Retail Council is a positive step in linking school and work for school retention. This is a new program which deserves support.

■ **Schools and other agencies must systematically identify "at risk" youth based upon behavioral, environmental, and achievement criteria.**

(Continued on page B-6)

Governor's Student Retention Initiative Executive Summary

The Governor's Student Retention Initiative (SRI) began in January 1987. Funded by the Legislature in July 1987, it is a statewide effort to reduce the number of school dropouts. Resources from federal drug and alcohol programs, employment and training, vocational education, the Juvenile Services Commission, and Oregon General Fund dollars were brought together in a community grant program aimed at helping students stay in school and prepare to be productive employees and economically self-sufficient adults.

The Student Retention Initiative engaged Department of Education, Juvenile Services Commission, DHR agencies and JTPA in a cooperative venture that is most certainly unprecedented in Oregon history.

The four cooperating agencies are the Job Training Partnership Administration, the Department of Education, the Juvenile Services Commission, and the Department of Human Resources.

The goal of SRI is to have 90% of our students in school or an appropriatealternative at the end of five years. Below we look at progress achieved in the first year.

"All areas of the state, except two, show an increase in school retention."

When assessing the progress of the Student Retention Initiative, two major accomplishments emerge as significant. SRI was instrumental in bringing schools and community youth service agencies and local government together (many for the first time) to understand better what each other was about, to cooperatively plan and increase services for "at risk" youth, and more effectively use each other's available resources.

The only currently available statewide "drop- out " statistic comparing entering ninth graders to regular diplomas four years later (accounting for migration) showed a dropout rate from 29.2 to 28.3.

This figure is significant given the 25-year trend of this rate paralleling the economy. The Oregon economic health indicators were showing increase and the Department of Education predicted the drop-out rate would go up 1%. In fact, for the first time since these statistics were collected, it bucked the economic trend and went down by almost 1%. All areas of the state except two, Portland and Coos Bay, show an increase in school retention.

SRI
AN INTERIM REPORT CARD

Other state level organizations such as Oregon School Boards Association, Confederation of Oregon School Administrators, Oregon State System of Higher Education, Oregon Retail Council, and Office of Economic Development played significant roles.

The mobilization of participation and support can be attributed to two factors:

- ***School retention is a goal that all who are involved in education and human services can support...and***
- ***The visible support for SRI from the Governor and State Administrators.***

Funding for Student Retention included some general funds combined with various sources of federal funds including JobTraining Partnership Act, Carl Perkins Vocational Education Act, and three categories of federal Alcohol and Drug money. While school retention was not normally the primary focus of any of these funding sources, it served as an agreed upon goal or organizing principle. Duplication in intake and reporting, confidentiality barriers, and inconsistent enrollment criteria made the funding fit difficult. However, each agency was willing to subordinate its normal priorities for the sake of the program. The agencies worked together, under difficult constraints, to put together the funding package for SRI. Inter-agency cooperation is one of the strengths of Student Retention. Schools, courts, job training and human service agencies working

(Continued on page B-5)

SRI
AN INTERIM REPORT CARD

(Continued from page B-4)

together, using proven programs and procedures, will increase the impact of public funds allocated for youth.

This broad-based participation in the planning process was required. SRI was successful in bringing together the critical leaders of local resources for youth. Although participation was not uniform throughout the state, for a first effort the response was remarkable, and the level of coordinated planning is improving.

Oregon prides itself on being a "local control" state; however SRI demonstrated that Oregon communities will adopt successful, proven policies, procedures and programs. They will implement them in a structure which makes sense in their local environment, and on a time frame that fits. They respond to what is demonstrated as effective through research and the experience of others.

State agencies have learned to respect community differences throughout Oregon. The importance of the local process and local decision-making is often not understood. For example, critics have called the Children's Agenda ill-defined and ambiguous. However, it is predicated on the fact that engaging communities in problem identification, cooperative planning, and decision-making results in a broader resource base, stronger local commitment, better focusing of resources, and more successful programming. This is one of the lessons of the Student Retention Initiative.

Many factors in addition to the Student Retention Initiative such as the job market, school funding, the war on drugs, education reform and more precise student tracking will ultimately determine Oregon's dropout rate.

Researchers and education experts have predicted that an improved job market and education reform both affect the school dropout problem adversely. Improved tracking and reporting of dropouts is likely to reveal more dropouts. To achieve its goal of 90% retention, SRI must overcome these factors as well as the difficult and persistent dropout rate in Oregon.

• SRI RECOMMENDATIONS •

- The State of Oregon should work to maintain and enhance state level agency cooperation and resource support for SRI.
- The local planning process, including schools, courts, JSCs, Job Training, AFS, CSD, Health, Mental Health, Employment, Youth and businesses, should be maintained.
- Emphasis on dissemination and adoption of successful programs should be continued and enhanced.
- Consolidation of grant programs should build on the strengths in those systems.
- The increased resources called for in the Governor's budget should be approved.
- Services to special populations such as teen parents and offenders should be emphasized.
- All agencies should work for continuation and institutionalization of successful programs.
- Research capabilities of Oregon institutions should be utilized to a greater extent in evaluation of programs and formulation of policies.

8

COUNCIL MAKES PROGRESS ON MEETING ITS GOALS

(Continued from page B-5)

PROGRESS:

Experience tells us that identification efforts are usually inadequate until resources to help become available.

Almost without exception, identification of youth "at risk" far exceeds capacity of alternative education programs shortly after these programs are implemented. We have seen an increase in new alternative education programs in many counties supported by SRI funding in response to the increased need identification. However, many youth in need of assistance remain unidentified and without help.

■ **Programs emphasizing prevention and early intervention are essential in meeting the needs of "at risk" youth**

PROGRESS:

The greatest area of progress relative to education, prevention, and early intervention is in alcohol and drug abuse. Federal resources, and technical assistance have resulted in rapid implementation and ongoing improvement in alcohol and drug programs.

Family-centered services are, by nature, preventive.

Great Start is Oregon's major prevention and early intervention thrust. It involves communities in comprehensive, broad-based planning which will multiply the impact of the state monies. In fact, many of the local Children's Agenda recommendations were identified as local issues that can be addressed without costing the state money.

Other prevention/intervention programs include kindergartens and preschool programs, health department outreach to pregnant and parenting teens and Juvenile Services Commission prevention programs. Combined case management and CSD family assessment, can identify and help siblings not yet in serious trouble.

5 Major Priorities

(Continued from page B-3)

☞ *OTHER RECOMMENDATIONS*

■ **STUDENT RETENTION INITIATIVE**

The resources for SRI should be increased in accordance with the Governor's original budget and allocation of local resources. Coordination in planning and service delivery has dramatically improved; communities are sharing and adopting successful program strategies, and early data on the dropout rate is encouraging, although further development is needed. The local process of collaboration and goal setting may be as important as the programs under Student Retention and should be maintained and built upon.

■ **GREAT START**

The Council supports funding of Great Start. Student Retention has shown that a broad-based community planning process can be successful and result in benefits far beyond specific funded programs. Research indicates that prevention through early childhood programs is one of the most cost-effective uses of public monies.

■ **CONSOLIDATION**

Consolidating local grant programs to the degree possible is a positive step. Restructuring should avoid duplication in such things as dropout reporting, dropout prevention planning, and needs assessment. The Juvenile Services Commission, the Job Training Partnership Administration, the Department of Education, and Department of Human Resources have been effective partners in Student Retention. Our goals in consolidation should be to streamline the costly grant process and further engage, not disengage all these agencies at state and local levels. Without the cooperation of all these agencies and systems, the necessary institutionalization of new and effective programs is unlikely.

Highlights

LET THE SYSTEM CONFORM TO THE CHILD

Youth Net's Alternative School's program succeeds on the strength of a generous strategy: "Let the system conform to the child".

After all, the youth served by alternative schools have already failed, or are at risk of failing under traditional school strategies where the child is expected to conform to the system. Often, they simply cannot.

So, alternative schools individualize programs to meet the goals and needs of each student. In order to accomplish this, schools keep class sizes much smaller than do traditional systems--about one teacher for each ten students.

Teachers function as learning managers, rather than as presenters or testers. Often, they organize lessons in smaller, more manageable units that reinforce regular progress and success. Students may work at levels and speeds appropriate to their abilities and needs.

In addition, alternative schools compensate, as they can, for external influences, many of which may have contributed to the initial failure. They offer counseling, alcohol and drug services, support groups, and child care for teen parents. Career and work-related activities are often linked to instruction.

Hillsboro Alternative School

The Hillsboro Alternative School is part of YOUTH NET, a Washington County project funded by the Youth Coordinating Council, The Private Industry Council (TPIC), the Student Retention Initiative, and Hillsboro School District. Another such school operates in Tigard.

Forty-four youngsters who, for one reason or another, couldn't cope with the demands of regular school, currently attend Hillsboro Alternative School by day. Another 96 attend classes at the facility in the evening.

In addition to school completion, the alternative school links students with appropriate segments of the job market. It attains this linkage through specific job-skill training and with actual work-experience assignments.

Support services, like nursery care for teen parents and alcohol and drug services, make attendance possible for youth with special problems and obligations.

Twilight School at the facility serves 96 students in mastery learning classes five nights a week until 8pm. Timing of the classes is intended to accommodate those youth who can't attend regular school because of pregnancy, work schedules, or expulsion.

Additional youngsters are served at the facility by the Transition Program for Migrant Education. Employment and training are offered through a cooperative agreement with the Oregon Human Development Corporation.

This program also offers classes in English as a Second Language and General Educational Development.

Project Findings

- Both student and staff are reluctant to have alternative school participants return to regular classes. Planners should not assume that this should be a goal for the majority of students.
- Different types of referral/outreach strategies need to be developed to reach recent dropouts, as well as for those in-school youth who are "at risk".
- Successful alternative school systems must provide a blend of alternative education and employment training.
- A low student-teacher ratio (1:10) is recommended for maximum program effectiveness.
- Students with a wide variety of problems and needs can be served by a **single** program.

Project Funds: YCC $118,178 Local Match $129,116

Alternative Schools

• Student Profile •

VICKI

SUCCESS
"... SNATCHED FROM THE JAWS OF FAILURE".

The lives of many alternative school graduates tell how success can be snatched from the jaws of failure. In the case of Vicki Maloney, the rewards of such a story were doubled, because two lives depended on her success.

Vicki entered Hillsboro Alternative School at risk of dropping school altogether—she was a high school junior and she was pregnant.

But in the flexible and understanding atmosphere of the alternative school, Vicki attended classes regularly, increased her academic level, and became a model teen parent. The staff gave much credit to the support Vicki received from other students.

In a work experience arrangement with Bea's Hallmark, Vicki practiced her classroom pre-employment training. She learned to deal effectively with customers, to work efficiently under stress, and to practice workplace values.

When she graduated and her work experience ended, Bea's hired her full-time. Last September she went to work for Economy Drug, and in November, supported by her education and solid work experience, Vicki became a teller at Valley National Bank.

With the help of Hillsboro Alternative School, Vicki earned a future for herself and her child.

PAT

ONE-TIME LOSER GRADUATES WITH CLASS OF '89

Columbia Learning Center (CLC), the alternative high school serving Scapoose, St. Helens, and Rainier school districts, has generated its share of success stories.

One of them involved Pat Paul, who, at the age of 17 and in the midst of the 1987-88 school year, was about to drop out of high school and join the Job Corps. For him, traditional education had become a dead-end street.

Pat complained that he didn't know what classes to take to complete school and that he could never see the end. Adrift in the system, his frustration mounted. Rather than accept responsibility for his education by communicating his situation to someone who might help, he stopped attending class.

Pat's debut at CLC was not promising. He pushed rules and staff patience to the limit while ignoring his own responsibilities. But over time and with help enlisted during parent conferences, he began learning how to take responsibility for his actions.

By the end of the school year, Pat was actually able to consider the possibility that he might graduate with his one-time schoolmates at St.Helens High. Back at CLC for the first semester of the current school year, the once-adrift high school "loser" applied himself. In fact, he earned enough credits to return to St. Helens High for the final semester and graduate with his class of '89.

How Much Alternative Education is Enough?

Like most systems initiating alternative education, Hillsboro administrators now realize that the number of students in need is far greater than previously known. Once the resource is developed, and the identification of students for the program begins, school counselors and teachers nearly always identify many more students than expected.

Often, schools expect to recycle successful students back into the regular school program after they are "healed" by the alternative school. Experience tells us that both students and staff are reluctant to break the strong ties developed in alternative programs. While some students opt to return to regular classes and make the successful transition, planners should not assume that this will happen in the majority of cases.

Hillsboro Alternative School
The Private Industry Council

520 S.W 6th Ave., Suite 400
Portland, OR 97204

Contact: Linda Ruder
(503) 241-4600

Highlights

Multiple Agency Participation Essential For Teen Parent Program Success

The needs of teen parents are probably greater and more diverse than any other population. Most pregnant teens are educationally deficient, having dropped out of school before becoming pregnant. Many who do remain in school are behind or fall behind due to health and child care problems.

Teen parent programs must allow flexibility in their educational goals for each student. They generally offer education, child care, child development, peer support, pregnancy prevention education, job preparation, nutrition, transportation for mother and child, parenthood education and health services. Preparation for work must focus on higher-than-minimum wage jobs in order to support mother and child.

Comprehensive programs such as these are difficult and expensive to plan and maintain. Multiple agency support and participation is essential to their success and continuation.

Project Findings

- Increasingly, Oregon communities are recognizing the importance of effective programs for teen parents and their children.
- Rural, multi-school-district community characteristics present special problems in the development of the necessary resources of a single site teen parent program.
- These problems include, lack of community openness and willingness to deal with the reality of teen pregnancy, lack of services or coordination of services, difficulty in allocating costs between school districts, a lack of knowledge by teen parents of the availability of appropriate services, and lack of transportation to existing services.
- A centrally located education and/or support program, and a comprehensive child care facility are two required components of a teen parent program, whether it is in a rural or urban area.

Project Funds: YCC $61,000

RURAL PROGRAMS PRESENT SPECIAL CHALLENGES

The initial goal of replication of the Salem Teen Parent Program in rural Marion County included the establishment of a single site for the delivery of education, counseling, child care and employment placement and training. As the project began to take shape it became apparent that the single site model was not appropriate for this area.

Barriers to the success of this type of program included lack of space in a central location for child care and education facilities. The community organizations and agencies were not prepared to make the necessary contributions in resources for a single site program to thrive.

An additional limiting factor was that many of the teen parents or pregnant youth did not fit the eligibility criteria of the funding sources. Many of them were long time school dropouts, and were not easily reached through ordinary referral mechanisms. Many were also not primarily English speaking or were so far behind in English language skills and other education basics, that the normal school curriculum could not meet their needs.

The program that evolved as a result of these limitations was not at all like the program operating in Salem. However, some very significant progress was made in the areas of community awareness of the needs of teen parents, cooperation of local education and social service agencies in identification of potential participants, and development of resources to reach and serve this population.

During the next funding cycle the community will have the services of a community development staff person to continue the coordination of resources, outreach to teen parents, training of local school district and agency staff, and the development of a plan to effectively serve the pregnant and parenting teens of North Marion County.

Teen Parents

• Student Profiles •

JUDY

SHE WANTED IT ALL

Judy is one of 7 children raised by her mother alone. As of today, she is the only one of the seven to graduate from high school. Her involvement in the teen parent program in her high school was the final step in her efforts to get her life in order after years of selling herself short—always thinking she could do it all. School was not a priority. In her own words:

"I wanted to be independent and do my own thing. The first two years of high school were wild: bad grades, expulsion hearings, lots of partying."

Judy's efforts at independence included temporarily moving out of home while in the 8th grade, experimenting with drugs, poor grades, erratic school attendance, and finally, moving to Utah with her boyfriend when she was a sophomore in high school. This move proved to be a positive one, as the distance from her old "crowd" made it easier for her to make the changes she knew she should make. She stopped using drugs and applied her energies to improving her grades and attendance at school. Then she got pregnant.

Fortunately, some of her efforts at independence had taught her to believe in her ability to change, to live with the consequences of her actions. She continued in school, her grades continued to improve. When she was 5 months along, she moved back in with her Mom.

"The pregnancy totally changed my lifestyle. As devastating and scary as it was, it also gave me a goal and some direction. I had to change ...so I could be a role model for my child."

When her baby was born, in the Fall of her senior year, Judy was fortunate to attend a school where a Teen parent program was available. She was able to attend school, receive child care, parenting classes, and be involved in a parent support group.

Judy graduated with a 3.5+ grade average! She has recently married the father of her child; they are currently considering the purchase of a new home. But Judy's determination to be independent still drives her. To complete college is her goal—and to raise her child well. She recently completed her first year at Central Oregon Community College, majoring in child development.

Madras Program Offers "Teen Parenting Life Skills"

The primary goal of the Madras Teen Parent Program is..."to keep kids in school and break the pregnancy cycle..." According to Lisbet Hornung, program coordinator, the key to success of this program in Madras is "community networking".

Central to the program is the "Teen Parenting Life Skills" class which is a credit class at the high school. This parenting and support class meets weekly. A pre/post-natal course given through the health department, and a jobs skills training course through COIC are also required for all teen parents in the program. Highschool credit is received for these courses.

Teen parents must attend school. The Teen Parent Program coordinator is available for individual or family counseling, homework assistance, agency contacts, and any other service needed to promote education, birth control, and the welfare and safety of the pregnant teens and their infants.

More information about the Madras program may be obtained by contacting:

Madras High School
1355 Buff Street
Madras, OR 97741
Or call
Lisbet Hornung, 475-6192

North Marion County Rural Replication Project

YWCA of Salem, Teen Parent Program
768 State Street
Salem, OR 97301

Contact: Susan Nebrija
Director
(503) 581-9922

Highlights

Grant High School BRIDGE Program

This spring, "Bridge" began its third year at Grant High. Each year, 25 eighth graders whose performances foretell the probability of failure are enrolled in the Grant High School "Bridge" Program. Objectives behind this early intervention are to affect successful transitions to high school, to improve academic levels and school attendance, to develop cooperative and constructive behavior, to prepare students for vocational and other elective courses as 11th and 12th graders, and to decrease dropout rates.

Incentives offered to attract youngsters to the program include the promise of serious transitional and academic help, paid summer work experience, and the guarantee of employment or other post-secondary school opportunities for all who complete competencies and graduate from high school.

Since youngsters are from one to four years behind in math and/or reading proficiency, "Bridge" offers remediation in these areas and also in computer and life skills. The "Bridge" curriculum also addresses self esteem, leadership, personal responsibility, career awareness, goal setting, time management, conflict resolution, survival techniques, communication and use of community resources.

Upon entering the program during the spring term of their eighth grade year, students are oriented to the responsibilities and opportunities offered. They are tested to identify academic and personal strengths and weaknesses, then introduced to the "Bridge" curriculum, especially as it concerns study skills and life planning. "Bridge" teachers also prepare the youngsters for summer employment and an emphasis on transition to high school begins.

"The ability of programs like Bridge to adjust and pace themselves to the needs of the students...is a key to helping at risk students learn how to succeed, both with school, and with their lives"

During the summer between middle school and high school, "Bridge" students attend seven weeks of half-day "Step" school at Jefferson High. For the rest of the day during the same period, they take part in work experience. This summer program earns for participants one elective high school credit and up to $700! Participants repeat this summer enrichment experience the following summer.

The first two summers of work experience are subsidized. During the last two summers, "Bridge" students are referred for placement in unsubsidized jobs.

When school is in session, participants attend "Bridge" Class one period daily. Emphasis here is on improving basic education skills, self esteem, knowledge about the world of work and support services, and motivation to continue school. This class offers one school credit.

Project FindingS

- Although the program's original design called for all 25 students of a given class to be taught in one classroom, teachers found the students' needs to be so great that class sizes now range from 12 to 14. In each class, the teacher is assisted by an instructional aide.
- The "Bridge" model is effective in providing stability and support to disadvantaged students.
- Summer enrichment programs are essential for maintaining contact with "at risk" students.
- Summer programs should include part-time work, basic skills remediation, social and counseling activities.
- Early parental involvement in all aspects of the program is important to success.

Project Funds: YCC $50,000. Local Match: $50,000.

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"Bridging" Works!

Of those active in Grant's program in the 1987-88 school year, 57% maintained a 2.0 grade point average, or better. The Northwest Regional Educational Laboratory, which designed the curriculum, reported that participating students had improved school attendance, that 87% had increased self esteem, and that 89% had improved their abilities at basic skills.

In addition, 90% of the students have managed to keep their jobs and have received favorable evaluations.

While original rules for the program specified that at least 60% of its participants be minorities, in fact, over 90% of those currently served are minorities.

Transition Programs

•Student Profile•

DAVID

Working At His Own Pace

The "Bridge" Program at Gold Beach Union Highschool produced many happy endings: David is one. David Cuneo graduated this spring despite a host of circumstances that threatened his educational progress.

In addition to attending school and to working 20 to 30 hours at a service station, David cared for his younger brother and sister mornings and evenings while his mother worked in a restaurant. To these complications was added a problem stemming from frequent relocations during his high school years: David lacked an English credit. That's where the "Bridge" program for Coos and Curry counties came in.

Through this transition program, he was able to spend one period per school day acquiring the missing credit. What made the class work for him, he said, was that he could "work at my own pace without much pressure."

During the second period each day in the "Bridge" program, he researched potential careers. Using the computer skills he developed in the program, he generated resumes and communicated with law enforcement agencies seeking career advice. He plans to pursue a career in law enforcement with a suburban police force in California.

David praised "Bridge" as contributing to the reduction of school dropout rates. It's "not only a good idea," he said, "it is almost a necessity."

"A Bridge program is not only a good idea, it is almost a necessity. The number of dropouts is alarming. Almost 30% of Curry County's students drop out of high school. A program such as this would, in my opinion, lower the rate considerably."
David Cuneo, Coos/Curry "Bridge" Participant

"Programs like Bridge, that are flexible and meet the needs of students having exceptional circumstances with which to deal should be a social mandate. The payment to society would be tremendous, the reduction of the debt incurred by social services, astronomical."
Rick Foertsch, Coos/Curry "Bridge" program administrator

Bridging the Difficult Times

Forty-six students remain active in the Grant High School "Bridge" Program as it enters its third year. The program, begun during a student's final months of middle school, is designed to help youngsters who are in danger of academic failure, make the transition to high school, succeed there through graduation, then find jobs or continue their education.

Since all students in this program are far behind in math and reading achievement, the challenge to staff is formidable! Yet, of those students active in Grant's program in the 1987-88 school year, 57% maintained a 2.00 grade point average or better. Participating students also significantly improved attendance, increased self esteem, and 87% improved their abilities at basic skills.

After two years, "Bridge" administrators conclude, the program has demonstrated an ability to keep students in school, to improve their basic skills performance, to involve them in school activities and to assist in planning for their futures.

Grant High School
BRIDGE Program
The Private Industry Council
520 S.W 6th Ave., Suite 400
Portland, OR 97204
Contact: Rosie Williams, Linda Ruder
(503) 241-4600

Highlights

The Youth Advocacy/ Credit Make-up Program

School retention programs take many forms, but usually they are designed to provide needed services to students who are identified as having difficulty in school. Systematic identification based on indicators such as behavior, attendance, achievement, credits, grades, alcohol and drug abuse, peer and staff relationships, and lack of parental support is normally the first step in intervention.

An indepth study of student dropouts in Josephine County showed a dropout rate of 36%. The most often cited reason for students leaving school is lack of credits.

The study identified 3 indicators of dropout potential:

1) below 2.0 GPA,
2) failure of one or more required classes, and
3) having transferred from another school.

Any student who has two of these indicators is 90% sure of dropping out. Special counseling, self-contained classes, intervention with parents, specialized curriculum, job-related activity, credit make-up opportunity, peer support, staff mentoring, on-site child care, alcohol and drug services, are some examples of programs used to impact school retention.

"...The funding provided by SRI has had a genuine positive impact on Yamhill County "at risk" youth. Rachael is just one of several examples of how coordinated services and funds can turn around the lives of troubled youth."

Project FindingS

- The important "connections" in a community, for successful programs are with people working together toward a common goal.
- Financial support will result when community agencies are involved in setting clear goals and priorities.
- Need and cost of services is decreased when intervention is achieved early.
- A structured "tracking system" is necessary in order to maintain appropriate involvement with "at risk" students.
- Peer tutoring is an effective retention strategy when high school students are paired with middle school "at risk" students.

Project funds: YCC $54,180 Local Match: $54,510

School-Within-A-School Staffed by Volunteer Instructors

Strategies designed to meet the credit deficiency problems of youth included the creation of a school-within-a-school, development of a credit make-up system, and support for a change in the number of credits required for graduation. This included a proposal to include some classes for "at risk"students which were on a pass/no-pass basis.

The school-within-a-school consisted of a group of teachers volunteering their time to assist and tutor "at risk" students. The credit make-up program provided a means for students with credit deficiencies to take classes at their own school following the regular school day. Instruction was provided by Rogue Community College at its Downtown Learning Center. The curriculum for the Center has a proven track record of success with "at risk" students.

Midway through the second year of the program, advocacy and credit make-up programs have resulted in a reduction of the dropout rate of more than 8%. If this reduction is maintained throughout the remainder of the 1989 school year, the program goal of a 2.5% reduction will have been more than doubled!

This high level of success was achieved by focusing on "at risk" students ONE AT A TIME

School Retention

• Student Profile •

RACHAEL

"I CAN DO ANYTHING NOW!"

Rachael was a potential winner hidden only by the rough veneer she had chosen to apply. Once she received the individual attention and counseling she needed to regain her self-esteem, her attitude of failure and resentment changed to one of hope and cooperation.

As a sophomore in high school, Rachael had moved so many times she believed no amount of effort would make a difference in her future. Then she got interested in the pre-employment training which was a part of the Youth Services Team activities in her school. As a result, she obtained employment in a local fast food restaurant, where her employer really believed in the community support approach. He became her mentor who trained her, encouraged her, and coached her in the acceptance of responsibility and belief in her own abilities. When she needed an advocate, he was there.

Now, at 17, Rachael is living on her own in an apartment. She has accepted partial responsibility for the in-home care of an ailing man and woman in their sixties. She runs errands, plans meals, and assists in their physical therapy... a heavy responsibility for a girl who had decided it was just a waste of time to try.

When asked what advice she would give to others who might feel the same way, Rachael doesn't hesitate to say, "Stay in school and work a little. When you're working you're always helping someone in some way. You forget about your problems, and you feel better about yourself."

Comprehensive County-Wide Delivery System Is Key To Success

Involvement of social service agencies on the Youth Service Team was a major step in integrating the school and community in solving "at risk" student problems. The presence of the county Alcohol and Drug Council personnel on the Team, and their presence in the schools, was a major factor in the delivery of these services to the youth. The involvement of the business community through the mentorship program and scholarships also broadened the base of support for retaining youth in school.

Twenty-five students completed credit make-up classes through the community college's involvement. The program served 75 youth, representing a 125% service level!

The Youth Advocacy/Credit Make-up Program: Focus on At-Risk Youth One At A Time

"Solving the dropout problem is the shared responsibility of the total community. Josephine County has accepted this responsibility. We are removing barriers to success for "at risk" students by creating a comprehensive service delivery system to serve their needs. With our combined resources we are having an impact on "at risk" youth in our community."

The service delivery system developed in Josephine County was planned to utilize those existing services already at work in the community, and to enhance them with new services developed under SRI. The agencies involved in this project to identify and serve those students in need of credit make-up were Rogue Community College, Grants Pass School District, Josephine Council on Alcohol & Drug Abuse, and the local Jobs Council. The project was administered by Inn Between, Inc. Services were aimed at both in-school and out-of-school youth:

Three Youth Advocates were hired to identify, assess, track, and monitor "at risk" youth. They were stationed at county high schools, with one of them responsible for out-of-school youth. Each was a member of the local Youth Services Team.

The Youth Advocacy/ Credit Make-up Program
Inn Between, Inc.

314 NW Fourth Street
Grants Pass, Oregon 97526

Contact: Brian Burgess
(503) 474-5404

Highlights

SERVICE ACCESS FOR JUVENILE OFFENDERS

In the face of an increasing number of juvenile offenders in 1986, state resources available for coping with the problem were reduced. Responding to the dilemma, the Youth Coordinating Council funded the Lane County Juvenile Assistance Program (JOAP).

The goal of JOAP was to prevent further involvement in the juvenile justice system by preparing youth offenders for jobs. To reach this goal, it was necessary to systematically coordinate community resources; reduce or eliminate employment barriers; utilize funding efficiently and transition youth from the juvenile court system into employment.

A Eugene Public Schools administrator stressed the importance of coordination and access to community services for this population. *"The program allows for the systematic placement and support of students in various community programs. We have a great number of options available for at risk students.*

YOUNG OFFENDERS NEED SPECIAL CARE

Delinquency and other high risk behavior is often associated with failure in school. The need for community protection, dramatic changes in behavior, and closer supervision require programs for offenders to be specialized. Program types include highly structured institutional settings, less restrictive group or foster homes, community based programs, special school programs, and restitution and employment programs.

Funding of this program ...helped...to ensure that youth offenders have a good chance of successfully participating in these programs."

JOAP involved 64 juvenile offenders between January, 1987, and the program's end in June, 1988. They included three categories of high risk youth:

Committed youth were those who would have been committed to state training schools, but because of over crowding and emphasis on keeping them in their communities, they were left without substantial help.

They generally provide a broad range of services supervised by state agencies, courts, or subcontractors of these agencies.

Many youth offenders are faced with severe educational deficits and the need to become financially self-reliant in a relatively short time. Linking education, work, and support services is important for this population.

Transition youth were those who had to be paroled early from state training schools to make room for more serious offenders.

Probationary youth were those on probation, including those who were required to do Community Service as a consequence of their delinquent behavior.

The youth enrolled in JOAP agreed to an Employability Development Plan which specifically outlined the activities, the services needed and the barriers to employment which were necessary to overcome.

Central coordinators in the system were the County Juvenile Court counselors, who provided recruitment, coordination and liaison within the total program for each participant. Small caseloads offered the opportunity for intensive supervision, individualized case plans, and encouragement.

Major service providers were Lane Community College (LCC), the state Employment Division, Looking Glass Job Center, the state Children's Services Division, and local public schools.

Activities and services included **high school completion and basic skills courses** which were provided by Lane Community College, in addition to vocational programs and some college-level classes.

Project Findings

- An **intensive, structured** program of work and learning can be successful with youth offenders.
- The period of one year to achieve employment and independent living was not sufficient for some youth and should be lengthened.
- A structured "independent living" course should be a major component of this type of program.
- A lack of affordable housing, the difficulties of living on the minimum wage, and transportation to night and early morning jobs, were problems which the program could not address.
- The 90-day follow-up period should be extended to allow for completion of educational goals.
- Staffing should be increased to provide youth more help in retaining jobs and in maintaining offense-free lives as they attempt to bridge the gap between program participation and independent living.

Project Funds: YCC $187,000 Local Match: $268,474

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Youth Offender Programs

• Student Profile •

JILL

IN SERIOUS TROUBLE WITH THE LAW

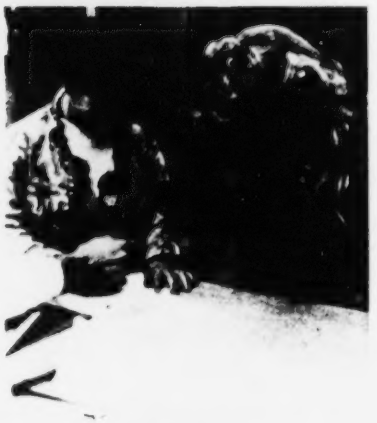
After years of substance abuse and dropping out, 17 year-old Jill finally got in serious trouble with the law. She was scared- -and ready to consider a change in her direction. It was at this significant point in her life that she was referred to the Lane County Juvenile Assistance Program.

Recognizing the seriousness of her situation, she had agreed to cooperate with the juvenile authorities in the investigation of an armed robbery in which she was an accomplice. Her new cooperative attitude and her involvement in JOAP probably saved her from a lifetime of trouble.

Jill was only 3 terms away from high school graduation when she enrolled in the program. In addition to high school completion classes, she enrolled in college level Early Childhood Education courses at Lane Community College. Here, she discovered her real future work interest.

Even though she was already working at a fast food restaurant as part of her JOAP program, her new goal was to get a job in a day care center—to work with young children.

Jill found herself a job in a day care center, completed high school, joined the local NA group, and stayed out of trouble. Today she is living independently; she has no additional problems with "the Law".



Program Successes

The Lane County Juvenile Offender Assistance Program helped salvage the futures of at least 53 youngsters with serious behavior problems during its 18-month existence, ending June, 1988.

Of those 53 youth, 42 obtained unsubsidized employment and another 11 were viewed to have successfully completed the program.

Nineteen of 29 youth seeking to complete high school either at a standard school or through programs at LCC, succeeded in doing so. Only 12 of the original 64 re-offended, far below the average for the population in question. And five of the 12 returned to the program, obtained employment and proceeded with independent living plans.

A Parent: "...my daughter's...participation in the JOAP program has made a significant difference in her attitude and willingness to cooperate with me and the counselors in planning for the future".

SERVICE ACCESS FOR JUVENILE OFFENDERS

(Continued from page G-1)

A small number of youth were mainstreamed into regular high school programs.

** 29 Youth completed high school or obtained their GED*

Vocational Assessment and Training specific to youths' interests and aptitudes and current market openings was provided by the community college and TPIC. Short term, intensive and effective training programs include training in warehousing, financial institutions, retail sales, and nurses aide.

** 48 students received vocational training*

Job Search Skills Workshop was a prerequisite for all youth in the program. Training included motivation, resume writing, interviewing techniques, and other job search activities.

** 36 Youth were employed*

Support Services included tuition for school, work, child care, food handlers card, and other work related expenses.

Juvenile Offender Assistance Program-
Lane County Juvenile Department

2411 Centennial Blvd.
Eugene, Oregon 97401

Contact: Charlotte E. Cowan
(503) 341-4725

Oregon Youth Coordinating Council Members

William Carey
Acting Deputy Administrator
Children's Services Division
198 Commercial St SE
Salem, OR 97310
378-4374

Maureen Casterline, Exec. Asst.
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Adult & Family Services
417 Public Service Building
Salem, OR 97310
373-7888

Gale Castillo, Manager
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Oregon Economic Development Dept.
155 Cottage Street NE
Salem, OR 97310
373-1995

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121 SW Morrison, Suite 1500
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Portland, OR 97202
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Randy Franke (CHAIR)
Marion County Commissioner
Marion County Courthouse
Salem, OR 97301
588-5212

Pam Gervais, Director
Youth Conservation Corps
Employment Division
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Salem, OR 97311
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Susan E. Kaneshiro
Teacher -- Beaverton School District
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LeRoy Patton
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Portland, Oregon 97227
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Gresham, Oregon 97030
667-7323

Staff: **John Pendergrass**
Executive Secretary
Youth Coordinating
Council
700 Pringle Parkway SE
Salem, OR 97310-0290
378-8472

Ex Officio:
Judy Miller, Director
Student Services
Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290
378-5585

Ex Officio:
Barbara Ross, Director
Student Retention Initiative
Department of Human
Resources
318 Public Service
Building
Salem, OR 97310
373-7622

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PROJECT YEAR 1988-89 CONTRACTORS

Basic Learning Experience
Central Oregon
Intergovernmental Council
PO Box 575
Redmond, OR 97756
Contact: Denny Newell
548-8163

Columbia Learning Center
Alternative School
Columbia ESD
PO Box 900
St Helens, OR 97051-0900
Contact: R.J. "Bud" Lippold
397-0028

Bridge
Coos ESD
1350 Teakwood
Coos Bay, OR 97420-2593
Contact: Lowell Chamberlin
269-1611

Dropout Prevention
Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR 97333-1198
Contact: Katy Hurley
757-5818

Project Work
Crook County Schools
1390 SE 2nd Street
Prineville, OR 97754-2498
Contact: Art Tassie
447-1806

Alternative School
East Central Oregon
Association of Counties
PO Box 1207
Pendleton, OR 97801-0050
Contact: Wilma Hanks
276-6732

At Risk Youth
Inn Between, Inc.
314 NW 4th Street
Grants Pass, OR 97526
Contact: Brian Burgess
474-5404

Yamhill County Youth Services Team
Mid-Valley Jobs Council
1495 Edgewater Street NW
Salem, OR 97304
Contact: Cynthia Currin
581-2351

STEP
Student Retention (Tigard)
The Private Industry Council
520 SW 6th Ave., Suite 400
Portland, OR 97204
Contact: Linda Ruder
241-4600

Alternative School
Tigard School District 23J
13137 SW Pacific Hwy.
Tigard, OR 97223
Contact: Larry Hibbard
620-1620

Marion Teen Parent Project
YWCA
768 State Street
Salem, OR 97301
Contact: Sue Nebrija
581-9922

PRIOR YEAR CONTRACTORS

Able
Alsea School District 7J
PO Box B
Alsea, OR 97324-0120
Contact: Gary Sunderland
487-5555

Lithia School
Ashland Adolescent Center
862 Siskiyou Blvd
Ashland, OR 97520
Contact: Arnie Green
482-8906

Project Success
Eugene School District 4J
200 N. Monroe Street
Eugene, OR 97402-4295
Contact: Robert Stalick
687-3481

Teen Parent Program
Jefferson ESD
1355 Buff Street
Madras, OR. 97741-1543
Contact: Darrell Wright
475-6192

Linkville Academy
Klamath-Lake Employment
Training Council, Inc.
134 N. Third Street
Klamath Falls, OR 97601
Contact: Sheila Crawford
882-5691

Bridge
Career Pathways
Frontier One
Hillsboro Alternative School
Tigard Alternative School
The Private Industry Council
520 SW 6th Ave., Suite 400
Portland, OR 97204
Contact: Linda Ruder
241-4600

Crossroads
Rogue Community College
Medford Center
2000 Crater Lake Hwy
Medford, OR 97504
Contact: Mollie Owens-Stevenson
479-5541

Juvenile Offender
Assistance Program
Soutern Willamette Private
Industry Council
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Lane County Juvenile Dept.
2411 Centennial Blvd.
Eugene, OR 97401
1341-4725

Project Pride
Umpqua Training and Employment, Inc.
PO Box 279
Roseburg, OR 97470
Contact: Susan Buell
672-7761